



## SEND Information Report 2026-2027

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|   | <b>Questions</b>                                    | <b>School Response</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| 1 | <b>What types of SEND does the College support?</b> | <p>Christ's College is a mainstream, inclusive comprehensive Church of England College that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). We have experience in supporting young people with a wide range of needs that fall within the following four areas as recognised by the SEND Code of Practice:</p> <p><b>Cognition and Learning,</b><br/> <b>Communication and Interaction</b><br/> <b>Social, Emotional and Mental Health</b><br/> <b>Sensory and/or Physical.</b></p> <p>We make reasonable adjustments to our practices in order to comply with the Equality Act (2010). We have staff who have received training in the following areas:</p> <p>Physical Disabilities<br/> Autistic Spectrum Condition<br/> Attention Deficit Hyperactivity Disorder<br/> Specific Learning Disability: including dyslexia and other high incidence SEN<br/> Testing and access arrangements<br/> Social, emotional, mental health well-being<br/> Speech &amp; language</p> |  |
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SEN (Special Educational Needs) Keyworker, ELSA – Emotional Literacy Support Assistants

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| <b>2</b> | <b>How does the College know if children/young</b> | Before KS2-3 transition to Christ's College Guildford, the Principal, the Assistant Principal overseeing transition, the Year 7 Progress Leader (PL) and the SENDCo will visit the students in the primary school setting to collect information on the new student cohort. Students with SEND are highlighted, and |  |
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|  | <p><b>people need extra help, and what should I do if I think my child/young person may have Special Educational Needs?</b></p> | <p>information from the primary school is passed on to Christ's College staff. We also welcome the students for a day's induction to the College, and hold an Open Evening for parents. Students who have already been identified as having additional needs have the opportunity to come for an extra day to support orientation into the College and meet the SEND team. This gives teachers and parents an opportunity to share information, concerns or achievements about their child, and to see the child in a setting where they are confident and comfortable. This starts off a good relationship between home and the College, which we always endeavour to continue while your child is with us. We believe that parents are partners in their child's learning and any concerns will be discussed and addressed swiftly by the tutor, Head of Year, Assistant Principal or SENDCo.</p> <p>The SEND Department collate information about students' needs and suggest strategies for staff through a SEND database. More specific information is available for students with an EHCP and some other high need students. If a student with SEND enters the College at a time other than September, liaison takes place with the previous school. This ensures that as much information as possible is shared to ensure that students have a smooth transition to our College, they settle in quickly, and are confident in their new classes. The SEND register is also updated.</p> <p>We are committed to ensuring the well-being and education of every child who comes into our College. We have rigorous monitoring in place that tracks the progress our students make in all areas of the curriculum on a half termly basis. Our staff are vigilant and highly skilled in identifying any concerns regarding a child's educational, emotional or social needs. We continually assess our students in a variety of ways. We use data and other forms of assessment to identify additional needs and celebrate achievement and progress. This means we always have a clear picture of each child's levels of progress and attainment, showing their areas of strengths and areas of need. We then identify students who may have a Special Education Need and Disability (SEND) or require some extra support. For these students, individual next steps can be planned. If you believe your child is not doing as well as you would like, parents are strongly encouraged to speak to the tutor, Head of Year, Assistant Principal or the SENDCo about any concerns you may have. We will make sure that you are fully informed of actions to support your child to ensure they are given timely and appropriate support. Parents will be informed about the next steps the school will take and what is involved. If we cannot provide the support your child needs internally, we have access to other external professional agencies who can be called upon to carry out a range of assessments and provide advice.</p> <p>All year 7 students are tested on entry taking a NGRT reading test to support alongside their SATS scores to inform adaptive teaching strategies and reading intervention led by our Literacy Lead.</p> |  |
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SEN (Special Educational Needs) Keyworker, ELSA – Emotional Literacy Support Assistants

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|  |  | <p>monitoring systems are in place to track students' progress. Students are monitored at least once a term, assessing their progress and achievement. Where a teacher identifies that a student is not progressing as expected, a programme of intervention strategies will begin to support that student. Staff regularly refer to the data and progress on individual students via our Information Management System and there is clear guidance on transferring information when students move from one class to another. Teachers liaise with Keyworkers where relevant to provide for students' needs.</p> <p>Parents/carers are encouraged to speak to the subject teacher or tutor about SEND related queries in the first instance. They can also contact the Heads of Years or the SENDCo in College or by email. Once a concern has been raised over a student's SEND, the views of the student concerned, and the parent/carer will form part of the decision-making process.</p> <p>At Christ's College we are always happy to arrange a meeting to discuss any concerns or questions a parent/carer may have to ensure all issues, however minor, can be resolved immediately in the best interest of the child. We will keep you fully informed of the provision and targets planned, to ensure your child is given timely and appropriate support from skilled and experienced staff.</p> |  |
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| 3 | <p><b>How will College staff support my child/young person?</b></p> | <p>All of our teachers are teachers of SEND and undertake regular CPD to keep up to date with strategies. Christ's College staff pride themselves on providing differentiation, adaptive teaching and active learning and effective feedback, ensuring that the students' needs are met within the classroom environment. This is at the core of education and is known as High Quality Teaching. Once a child has been identified as having a SEND need, we will develop a more personalised programme to support the child's learning. Where possible, this programme will be taught in class, but on occasions, the child may work out of class in a quiet area of the school with a member of staff. Most often these intervention programmes are carried out as part of a group, although some are taught on a one to one basis.</p> <p>At Christ's College we use interventions that are known for their proven positive impact. We continuously assess and monitor provision and make adaptations as necessary. We have a SEND teacher, SEND admin, two Keyworkers working, including one TA (Due to return from Mat leave in Oct 2026) working within the college. This means that if necessary, your child may have additional support in specific lessons or subject areas. This level of intervention is not seen as a long-term solution, but as a method to develop perseverance, optimism, confidence, independence and resilience in learning. To this end, many interventions are time bonded. Programmes range from drop-ins in class from our keyworkers and TA to support, Literacy and Numeracy withdrawal from class where needed with clear liaison from subject teacher, ASC/ADHD Workshops, social skills groups, all dependent on the student's need. All interventions are research informed and evidence based, and are measured to monitor impact against expected rates of progress and evaluated at the end of each term. Intervention programmes</p> |  |
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|  |  | <p>have been proven to increase literacy and numeracy levels as well as developing resilience and confidence in the classroom. We have a Mental Health Support Team, a counsellor and a range of other professionals who run small group and 1:1 sessions to support our students in developing a positive mental health. All our additional support programmes are overseen by the SENDCo and pastoral lead.</p> <p>Staff are trained in High Quality Adaptive Teaching as well as a range of SEND needs and have the opportunity to share strategies through regular SEND forums. Specialist staff are used to support students with SEND from outside agencies. Governors play an active role in strategically monitoring the quality of our SEND provision. The link SEND Governor meets regularly with the SENDCo throughout the year.</p> |  |
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| <b>4</b> | <b>How will the curriculum be matched to my child's/young person's needs?</b> | <p>Christ's College provides a broad and balanced curriculum. All of our teachers are clear on the expectations of High-Quality Teaching and this is monitored and supported regularly by the College Leadership Team. Scaffolding is embedded in our curriculum and all lessons are planned to meet the needs of the wide range of abilities in each class and to ensure progress for all students at their level against their targets. The targets set will be within reach for the child and be shared amongst relevant staff. Certain subjects are set whilst others are taught in mixed ability groups. Setting is flexible and is reviewed regularly.</p> <p>All students are provided with opportunities to flourish and student voice is carefully considered. Lessons involve a wide variety of activities, including individual, paired and group work, as well as activities developing visual, auditory and kinaesthetic skills. Teaching is tailored to student needs. The quality of teaching is regularly assessed to ensure that all students are receiving a high standard of learning and teaching. Within Key Stage 3 (Years 7-9), all students participate in an extensive and wide-ranging curriculum to ensure they are able to use literacy and numeracy skills in a wide variety of subjects. We regularly review our curriculum to ensure it is well resourced, relevant to all students and matched to their interests and learning styles, and adapt it as necessary to meet students' needs. We have set up a curriculum that is designed to excite and motivate all students. Before progression to KS4 (Years 10 and 11) students are guided to make their post-14 choices through a thorough and well-informed options process. Students choose from a wide variety of options for GCSE.</p> |  |
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| 5 | <b>How will both you and I know how my child/young</b> | We pride ourselves on good relationships with the parents/carers of our students. We aim to create a welcoming atmosphere in College, where we share the achievements our students make, as well as their next steps of progress. Parents/carers receive a termly report that gives a clear indication about |  |
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SEN (Special Educational Needs) Keyworker, ELSA – Emotional Literacy Support Assistants

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|  | <b>person is doing and how will you help me to support my child's/young person's learning?</b> | <p>the progress their child is making. At Parents' Consultation Days, subject teachers will share the pathway of attainment expected for the student at the end of that academic year, and parents/carers will have the opportunity to share in their child's progress and discuss ways in which they and the teacher can further support their child's learning. Contact between staff and parents/carers is seen as a vital part of Christ's College's ethos and additional consultations and meetings can be arranged when required.</p> <p>We host curriculum events to help parents understand what and how we teach their children and how they can best support their child's needs. Should more contact be required, our staff will happily make suitable arrangements on an individual basis. We give ongoing feedback to students through marking and discussion. CLT look at the data each half term to consider whether all students are making the expected level of progress. Parents/carers and staff meet to discuss further ways of supporting progress at a mutually convenient time. The written annual report sent home includes in-depth information about a child in all aspects of their chosen subjects.</p> <p>Parents/carers of students with a SEND need will be offered meetings with the SENDCo, tutor, Head of Year or Assistant Principal when required. Parents/carers are encouraged to comment on any significant conduct or learning at home which may support our work in college. Students with an EHCP will have an Annual Review meeting, to which parents will be invited, and all staff involved with the student will contribute. The students will take part in these meetings and will be expected to contribute. Each child will present their achievements and areas of development through a One Page Profile. Most have the confidence to present these themselves at the meeting. The first point of contact should parents/carers have concerns about their child's progress is their tutor or subject teacher. Students' exercise books are marked regularly, and feedback is given to students. Parents/carers are encouraged to look at these books with their children.</p> |  |
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| 6 | <b>What support will there be for my child's/young person's overall well-being?</b> | <p>At Christ's College the safety, happiness and wellbeing of every student are of the utmost importance. We create a nurturing environment through Collective Acts of Worship, an inspiring and varied curriculum and tutor time. Our staff are highly skilled and trained to provide a high standard of pastoral, medical, social and emotional support.</p> <p>A medical policy is in place which ensures that students with medical needs are fully supported. Relevant staff are trained to support medical needs, and in some cases, such as the use of EpiPens, all staff have access to training. Staff are also trained in the administration of emergency medication for the alleviation of anaphylactic shock.</p> |  |
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|  |  | <p>The College has a school Nurse as well as several trained First Aiders. The College Council meets regularly with school staff and governors to discuss areas which are important, and feed this back to their peers within their tutor groups and year groups.</p> <p>We maintain good transition links with feeder schools and other local secondary schools to help support students, and we pride ourselves in knowing all our students as individuals. As a result, our children's conduct in College is good. We know that all students learn best when they are happy and safe. Our staff share this belief and work very hard to establish positive relationships with each child in their care. Our highly skilled pastoral team, and attendance manager work with individuals and families to support their well-being. The College employs a counsellor and receives support from youth workers. We have two SEN Keyworkers and a SEND admin who run interventions such as wellbeing and ELSA to support in improving the emotional, mental and social development of our pupils.</p> <p>To avoid exclusions, we work closely with parents/carers to set up extra personalised learning and relevant interventions. We also work with professionals from other agencies who can provide the College and parents/carers with further advice and specialist support.</p> <p>The college has high expectations of conduct and has a Conduct policy and a Home-College Agreement which includes guidance on expectations, rewards and sanctions. The College receives support from other providers such as The Wey Valley College, STEPs to 16 and The Well Project, and there are opportunities for staff to visit SEND schools to develop skills and expertise. Attendance is rigorously monitored by Progress Leaders and the College Leadership Team. There is an award system in place for tutor groups and individual students, and support is put in place if needed.</p> <p>Student voice is central to the College's ethos, and this is encouraged regularly in a variety of ways. The College Council meets once a term with representatives from every year group. Students are democratically voted onto the council by their year group. The SEND Department runs a Break and Lunch Club in our Learning Support area (The Oratory) for vulnerable students and those that identify barriers during social times. There is an early Breakfast Club, where a breakfast is provided free of charge. This facility is also available for students to study in from 7:45 am and there is a Homework Club for students at the end of the College day. Other extra-curricular clubs (eg Sports and Performing Arts) are inclusive to all students with no cost or performance criteria in place that would exclude anyone from joining should they wish to.</p> |  |
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SEN (Special Educational Needs) Keyworker, ELSA – Emotional Literacy Support Assistants

**7 What specialist services and expertise are available at or accessed by the College?**

Christ's College has developed a number of established relationships with professionals in education, health and social care. All external partners are vetted in terms of safeguarding. The College regularly refers to outside agencies such as the Educational Psychologist, specialist teachers from The Physical and Sensory Support, The Learning and Language Support, The Speech and Language Therapy, the Occupational Therapy, the Behaviour Support and Education Welfare Services. The College has links with the Child and Adolescent Mental Health Service, and works closely with the Autistic Spectrum Condition Outreach Team. We always inform parents/carers if an outside agency is visiting a

student, and extend an invitation to a parent/carer if required. Reports will be shared by the SENDCo with parents and relevant staff. We collaborate with the NHS Mental Health Support Team (MHST) at Christ's College, who provide early intervention mental health strategies for students through assemblies and workshops, and individuals referred on a 1:1 basis. Our Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs) work closely with colleagues from Children's Services in order to meet any social care needs. At times, we seek the support of REMA services to provide for families whose first language is not English as well as our refugee students. Where possible, the College ensures that any home-College communications are available in the relevant languages, and when required, translators are asked to attend meetings.



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| 8 | <b>What training have the staff supporting children and young people with SEND had or are having?</b> | <p>All teachers at Christ's College hold Qualified Teacher Status (QTS) or are working on a teaching training programme supervised by a mentor. Many have post-graduate and additional professional qualifications. We regularly invest time and money in training our staff in a variety of methods and styles of curriculum delivery to ensure that the quality of teaching and learning is consistently good or better. There is a regular programme of training for teachers and TAs on an array of subjects such as conduct management and supporting students with particular SEND such as Speech Language and Communication Needs, ASC or ADHD, delivered by other experienced and specialist members of staff or by outside agencies.</p> <p>At the start of every year, all staff are trained on how to access the SEND register, how to find information about specific students, their needs and strategies to support in class. Throughout the year, there are opportunities for staff to be trained in a wide range of SEND areas. SEND staff access regular training on national SEND issues and changes and keep abreast of current issues and initiatives.</p> <p>The current SENDCo is Miss Sophie Hitchens, and she ensures that students with SEND have a 'voice' on the College Leadership Team. At staff meetings, in forums and through our weekly Briefing Sheets, staff are updated on matters linked to SEND and welfare. Continuing professional development (CPD) is part of the culture of the College, and often staff will attend courses by outside providers. We invest</p> |  |
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heavily in the continuing professional development of our TAs/HLTA's so that students receive high quality additional support. We audit and review our skills, knowledge and training needs regularly to ensure our expertise and provision match the needs of our students to further improve High Quality Teaching. Time and money are invested in training SEND staff to improve and develop enhanced skills and knowledge for the delivery of additional interventions to students as required. Teachers frequently liaise with the SENDCo or TAs for advice and strategies.

TA – Teaching Assistant, HLTA – Higher Level Teaching Assistant, ELSA – Emotional Literacy Support Assistants

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| 9  | <b>How will my child/young person be included in activities outside the classroom, including College trips?</b> | There is a range of activities, visits and residential trips provided by the College. The College promotes the inclusion of all students in all aspects of the curriculum, including activities outside of the classroom. The College consults with parents/carers and health professionals to make access arrangements for SEND students, so that all can participate in College visits and out of hours learning. All staff organizing visits are trained and complete thorough risk assessments. Where there are additional and/or specific issues regarding safety and access for individuals, further plans involving parents/carers and other professionals will be made and put in place to ensure SEND needs are met. Arrangements may include 1:1 or small group adult support. Where students with a disability cannot fully access an activity, we ensure that we provide an experience that is as similar as it can be to the rest of the class. We run regular 'Enrichment Days' which are fully inclusive and enjoyed by our SEND learners. |  |
| 10 | <b>How accessible is the College environment?</b>                                                               | Diversity is valued and respected in our College. The College has an Accessibility Plan in place and our environment fully accessible. All staff are fully aware of the requirements of the Equality Act (2010), ensuring that policy and practice follow these requirements and steps are taken to prevent disabled pupils being treated less favourably. We value and respect diversity in our setting and do our very best to meet the needs of all of our students, and we are vigilant about making reasonable adjustments where possible. The College building is fully wheelchair accessible, and a disabled toilet facility is positioned centrally. A lift is available. Wheelchair, changing and toilet facilities are available. Careful attention is paid to keeping paths and corridors smooth and hazard free. Obstructions to free movement around the College are kept to a minimum. SEND students, including those with physical disabilities, have a supported, well planned transition into the school.                                |  |

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| 11 | <b>How will the College prepare and support my child/young person to join the College, transfer</b> | The college has a well-established induction programme for all new students and their parents/carers. Year 6 students will be invited for a whole day induction in July, to give them a flavour of secondary teaching at Christ's College. The SEND Department organises an additional Induction Day for students with an EHCP, or for any other vulnerable Year 6 students, to help them feel confident about the transition to secondary education and to familiarise them with the SEND team and the College layout before they meet their new year group. Where possible, the SENDCo attends transition annual review |  |
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|  | <b>to a new setting / school / College or the next stage of education and life?</b> | <p>meetings at feeder schools to build relationships with students and parents as well as ensuring that information is shared. Students and families who join during the school year are invited to tour the College and meet the Principal or Vice Principals, and if appropriate, the SENDCo, before starting at Christ's College.</p> <p>All departments aim to provide skills which will equip students for the next stage of their education, work and training. All Year 11 students are given information about post 16 provision, and are tracked, ensuring that all students apply for these placements. SEND students are offered additional Careers Guidance appointments with our independent career's guidance counsellor. The Higher Education Outreach Network (HEON) specifically targets SEND students in year 10 and 11 for additional support and guidance with their access to FE and HE information. The College also offers guidance about apprenticeships and how to write CVs and letters to employers to seek out and apply to appropriate training providers. We have recently been awarded the Quality and Career's Mark.</p> <p>The SENDCo and SEND Team will ensure that transfers for EHCP students are completed in appropriate time scales to ensure a smooth move to College or other Sixth Form provisions. Visits to local universities in year 10 and 11 always include information about how SEND students access learning at HE and the support that is in place for all forms of neurodiversity.</p> |  |
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| <b>1<br/>2</b> | <b>How are the College's / resources allocated and matched to children's/young people's Special Educational Needs?</b> | The SEND budget is allocated in response to the needs of the individual students at the College. The majority of the College's funding is spent on teaching and support staff, and the allocation of their time is agreed by senior staff and the SENDCo. In-class support is allocated specifically to the requirements of all EHCP students and other high need students will also receive support on a needs basis. Budgets are closely monitored and aligned to the College Development Plan.                                                                     |  |
| <b>1<br/>3</b> | <b>How is the decision made about what type and how much support my child/young</b>                                    | Working with the student, their families and other key staff, the SENDCo considers the range of provision and resources that will best match students' needs. She oversees all additional support and regularly shares updates with the SEND Link Governor and the College Leadership Team. A flexible approach to the deployment of staffing and allocation of resources is utilised to support the strategic aims of the College, as well as individual student needs. This is reviewed continually, and provision is changed to match students' needs accordingly. |  |

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|  | <b>person will receive?</b> | All interventions are monitored by the SENDCo to ensure that they are conducted to a high standard. Our budget and its use are monitored regularly by Governors and the Good Shepherd Trust. Provisions for EHCP students are carefully planned by the SENDCo in close consultation with their EHC Plan. Other high need students often receive a similarly high level of support, depending on need and the availability of resources. The progress of students with EHCPs is continually monitored and reviewed at annual review meetings and measured against EHCP targets and academic progress. Any changes to support will be implemented and detailed as necessary. The student, parents/carers and other professionals involved in provision for the student are requested to share their views for the annual review meeting. These will contribute to planning future provision and will ensure that consultation has been collaborative. |  |
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**14 How are parents /carers involved in the College? How can I be involved**

Christ's College believes in developing a dialogue with parents/carers to support a child/young person's learning, needs and aspirations, and whole-heartedly believes in having an effective partnership with parents/carers in a two-way dialogue.

Parents/carers are encouraged to contact staff by phone, email or

1:1 meetings, and are provided with set formal meetings throughout the year to discuss progress and amend provision where necessary. The Local Committee includes a parent governor, and there is an active Parent Teacher Association (Friends of Christ's College). All parents are welcome to volunteer to help in College should there be a need, and subject to safeguarding checks.

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| 1<br>5 | <b>Who can I contact for further information?</b>                                                                | <p>In the first instance, parents/carers are encouraged to talk to their child's form tutor. Further information and support can be obtained from the college's SENDCo, the Progress Leader or Assistant Principal.</p> <p><b>SENDCO</b> - Miss Sophie Hitchens- <a href="mailto:shitchens@christcollege.surrey.sch.uk">shitchens@christcollege.surrey.sch.uk</a><br/> <b>Assistant Principal Inclusion/DSL</b> - Mrs Jenny Fodor – <a href="mailto:jfodor@christcollege.surrey.sch.uk">jfodor@christcollege.surrey.sch.uk</a></p> <p>Surrey SEND Information, Advice and Support Services offer impartial and independent information, advice and support to parents/carers of children with SEND – <a href="mailto:SENDAvice@surreycc.gov.uk">SENDAvice@surreycc.gov.uk</a></p> <p>The following organisations offer information and support for students with specific SEND: The British Dyslexia Association - <a href="http://www.bdadyslexia.org.uk">http://www.bdadyslexia.org.uk</a><br/> The National Autistic Society – <a href="http://www.autism.org.uk">www.autism.org.uk</a></p> |  |
|        |                                                                                                                  | <p>Prospective parents/carers are encouraged to contact the College by telephone or by email at <a href="mailto:info@christcollege.surrey.sch.uk">info@christcollege.surrey.sch.uk</a> to arrange a visit or to speak with the SEND Team.</p> <p>We look forward to welcoming you to Christ's College.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| 1<br>6 | <b>Arrangements for handling complaints from parents of students with SEN about the provision made at school</b> | <p>The first point of contact to discuss something in general about your child is their form tutor. If you have a query that is about a subject, please contact the subject teacher. The school website has details about Open Evenings and the procedure for applying for a place at the school.</p> <p>If you want to discuss your child's SEND, please contact the SENCo, Miss S Hitchens at <a href="mailto:shitchens@christcollege.surrey.sch.uk">shitchens@christcollege.surrey.sch.uk</a></p> <p>A copy of the school's Concerns and Complaints policy and procedure can be found on the school Website. The procedure outlines the formal steps the school would take in handling any complaint. Where a resolution between the parent and the school cannot be reached, then parents will be advised to seek external support through the Parent Working Partnership</p>                                                                                                                                                                                                              |  |

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| 1<br>7 | <b>How to find further help through the local authority</b> | <p>You can access Surrey's Local Offer Website by typing 'Surrey LO' into your search engine. The URL is: <a href="https://www.surreylocaloffer.org.uk/">https://www.surreylocaloffer.org.uk/</a></p> <p>At the local offer website you can find services, read information and guidance, discuss with parents/carers through a forum, give feedback, contact the local authority and find local events.</p> |  |
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TA – Teaching Assistant, HLTA – Higher Level Teaching Assistant, ELSA – Emotional Literacy Support Assistants